Iowa Calculations Methods Manual for Voluntary Framework of Accountability Data Submissions

Reporting Year – 2017

To be used with Voluntary Framework of Accountability Metrics Manual Version 5

State of Iowa
Department of Education
Division Community Colleges & Workforce Development
Grimes State Office Building
Des Moines, IA 50319-0146

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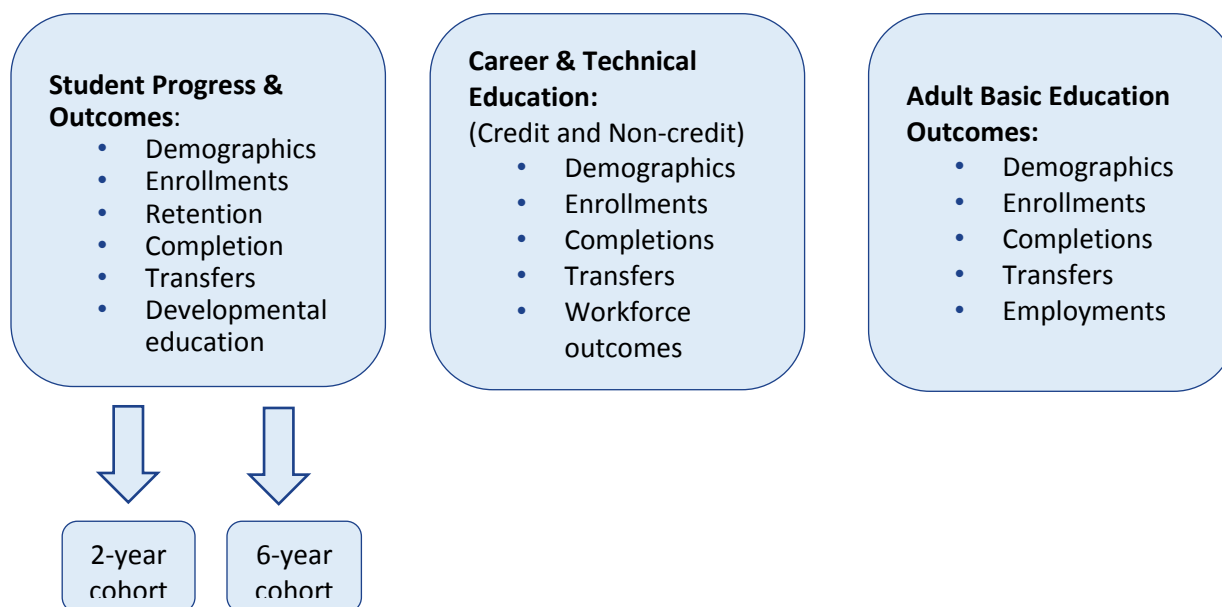# Table of Contents

Purpose of the Manual

This manual serves to define Iowa's calculation methods for data submission of the Voluntary Framework for Accountability metrics and cohorts. In addition, data exchanges between the individual colleges and the Iowa Department of Education (IDOE) necessary to capture data not available in the statewide Management Information System (MIS) are defined here as well. The calculation methods presented in this manual have been defined and vetted by the VFA Reporting Workgroups involving institutional researchers, content specialists, and IDOE liaisons.

VFA Overview

The Voluntary Framework for Accountability (VFA) was designed by the American Association of Community Colleges (AACC) to serve as an accountability framework for community colleges with success measures tailored for this sector of higher education. Designed specifically with community colleges in mind, the VFA contains measures which encompass and reflect the full breadth of the community college mission and the diversity of students' goals and educational experiences. Partnering with the community college presidents, the Division of Community Colleges & Workforce Development (division) funds the VFA membership costs for the community colleges and supports the statewide initiative as a data clearinghouse to ensure consistency in data reporting.

The VFA system provides the opportunity for internal, inter-college, and state-wide comparisons and benchmarking, both in pre-set and customized groups of colleges or states. The VFA Measures are subdivided into three major categories: credit Student Progress & Outcomes (SPO), credit and noncredit Career &Technical Education (CTE), and Adult Basic Education Outcomes (ABE). SPO is based on two-year and six-year cohort tracking, while CTE and ABE track only one year cohort progress during the year and one year past the cohort's formation.

VFA Measurements

Student Progress & Outcomes:
- Demographics
- Enrollments
- Retention
- Completion
- Transfers
- Developmental education

Career & Technical Education:
(Credit and Non-credit)
- Demographics
- Enrollments
- Completions
- Transfers
- Workforce outcomes

Adult Basic Education Outcomes:
- Demographics
- Enrollments
- Completions
- Transfers
- Employments

2-year cohort

6-year cohort

2017 Reporting Schedule

3/1/17	**Final draft posted: Iowa Calculation Methods Manual for VFA Submissions - 2017**
3/1-3/30/17	**Two-Year & Six-Year Cohorts and CTE Profile Data Exchange:**
	March 1, DE will provide each college with the data sets to initiate the data exchange process
	March 1- 30, Colleges will append required VFA fields for data sets
	March 31, Appended files due back to the DE
3/1-4/30/17	**DE processes ABE data**
4/1- 5/1/17	**CTE Profile & Cohort Data Process:**
	April 1, DE processes and uploads CTE Profile & Cohort data to VFA site
	April 1- May 1, Colleges review CTE Profile & Cohort data summaries,provide feedback to the DE and correct concerns as needed
	May 1, Colleges lock CTE Profile & Cohort data
4/1- 5/31/17	**DE processes Two-Year & Six-Year Cohort Data**
6/1/17	**DE upload ABE data to VFA web-site**
6/1/17	**DE uploads Two Year & Six Year Cohorts data to VFA site**
6/2- 8/28/17	**Colleges review data summaries, provide feedback to the DE and correct concerns as needed**
8/29- 9/28/17	**Final college review and publication of data**
9/29/17	**Last day to publish data**

IDOE – VFA Technical Assistance Contacts

VFA Section	Person	Email (@iowa.gov)	Phone (515)
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VFA Reporting Workgroups

The VFA Reporting Workgroups were established prior to the implementation of VFA in Iowa to review the VFA Metrics Manual each year and define the calculation methods to be utilized by the IDOE for data submission. These workgroups are convened on a monthly and as needed basis to analyze Iowa's calculations methods and for discussion of upcoming modifications of the VFA Metrics Manual.

VFA Credit Workgroup

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DMACC – Des Moines Area Community College
EICC – Eastern Iowa Community Colleges
HCC – Hawkeye Community College
ICCC – Iowa Central Community College
ILCC – Iowa Lakes Community College
IVCCD – Iowa Valley Community College District
IWCC – Iowa Western Community College
KCC – Kirkwood Community College
NCC – Northwest Iowa Community College
SWCC – Southwestern Community College
WITCC – Western Iowa Tech Community College
IDOE – Iowa Department of Education

TWO-YEAR COHORT
PART I: Cohort Formation

A. ESTABLISHING MAIN VFA TWO YEAR COHORT FOR AY 2014-15 BASED ON MIS DATA1 FOR VFA DATA SUBMISSION IN AUGUST 2017

The formation of the VFA main cohort is presented as a progressive implementation of required filters, from Starting Data Set (cohort #1) to resulting Main VFA cohort (cohort #5).

1. STARTING DATA SET: Fall Term Enrollment, FY2015 (calendar Fall 2014), Student Course File, unduplicated.
2. REMOVING STUDENTS IN RECIPROCAL AGREEMENT PROGRAMS[2]: Starting data set MINUS students in Reciprocal Agreement programs (code 35 under Special Emphasis).
3. HIGH SCHOOL COMPLETION CREDENTIAL COHORT: #2, MINUS those students who have not received any type of HS completion credential (High School Award Type ≠ 1, 2 or 5).
4. NON-EXCLUSIVELY-ESL STUDENT COHORT: #3 linked to Fall Enrollment, Fall of FY'15 (calendar Fall 2014), Credit Student Course File, MINUS those students who were enrolled exclusively in ESL or ESI courses (keep only students with first three characters in Course Number ≠ "ESL or ESI").
5. MAIN COHORT: #4 MINUS students found in Credit Student Course Files for previous years with available Joint Enrollment data[3] (FY2007-FY2014) as NOT enrolled as "still in HS" students (High School Enrollment Type = 0).
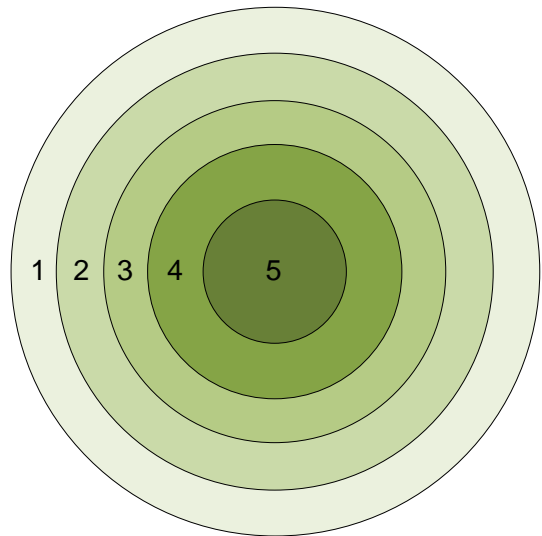
[1]Justification quotations from the VFA Manual 5.0 provided with the numbers for each described cohort.

[2]The VFA sub-committee recommends excluding students in Reciprocal Agreement programs from the main VFA cohort, since those students are not expected to graduate from the college of origin.

[3]There was no detailed Joint Enrollment data collection prior to FY2007.

…AS PRESCRIBED BY VFA MANUAL…

1. "…students enrolled at any point in the fall term…" (p. 8)

3. "students included must have completed high school or equivalent)…" (p.8)

4. "Students who were enrolled exclusively in ESL courses should not be included in the Main cohort" (p.8)

5. "The cohort should also include students who earned college credits during high school (such as dual enrollment) as long as this is their first enrollment for credit at your college after receipt of the high school diploma or equivalent."(p.8)

B. ESTABLISHING CREDENTIAL SEEKING COHORT VFA TWO YEAR COHORT FOR AY 2014-15 BASED ON MIS DATA FOR VFA DATA SUBMISSION IN AUGUST 2017

1. Match students in the MAIN cohort to Credit Course files data to include: a. Summer Term (Term 4) for AY2013-2014 (MIS files FY2014 and FY2015); b. AY2014-15 (MIS files FY2015 and Summer of 2015 data); c. AY2015-16 data.

2. Sum up total number of earned credits per student using data element Earned Credit Hours.

3. Filter by =>12 credits, unduplicate.

4. Filter 2. by <12 credit hours, unduplicate.

5. Match 4. to Credit Awards files data to include: a. Summer Term (Term 4) for AY2013-2014 (MIS files FY2014 and FY2015); b. AY2014-15 (MIS files FY2015 and Summer of 2015 data); c. AY2015-16 data; unduplicate matched students.

6. Union 3. And 5. for CREDENTIAL SEEKING cohort.

C. ESTABLISHING FIRST TIME IN COLLEGE VFA TWO YEAR COHORT FOR AY 2014-15 BASED ON MIS DATA FOR VFA DATA SUBMISSION IN AUGUST 2017

Use college-reported field "First-time in Any College".

PART II: FORMAT/SCOPE OF THE DATA THAT THE COLLEGES RECEIVE FROM THE DE AND FORMAT/SCOPE OF THE DATA THAT COLLEGES RETURN TO THE DE: TWO YEAR COHORT

To form the main cohort (and further process the data for certain indicators such as term-to-term retention, credit hours per term, etc.), the DE would need to know the term of enrollment for the initial, FY2015 year of cohort formation. Hence, the DE expects colleges to report via regular email/shared drive:

- Their Referral Method for Developmental Education (only **one per college per year**: "1" = by Referral Test, "2" = by Course Selection, "3" = Combination of 1 and 2).
- Their terms start and end dates for Fall, Winter (if applicable), Spring and Summer.

Further, DE will also need additional information, not initially collected in FY2015 (student level and course level) and in summer term of FY2014 (course level). To obtain it, the DE will provide colleges with relevant data fields for Credit Course Catalog FY2015 and Summer 2014, and Credit Student Information files of FY2015. The data will be used not only for the current 2-year cohort, but also for the upcoming six year cohorts in all relevant years to come, thus reducing the burden of annual data exchange. Colleges will return the files with needed appended data fields, as described in the layouts below.

a. **Credit Student Information File (FY15 and the portion of summer prior to FY15 contained in FY14)**

    =DE Provides;   = College Provides; Data definitions are provided in the Data Glossary below.

#	Data Element	Format	Len.	Field Description
1	College Number	Text	2	Two character District Number (01 through 16)
2	Social Security Number/Unique Student Identifier	Text	9	Social security number, including leading zeroes. Use a locally assigned unique identifier for students who will not provide their social security number.
3	Unique Student Identifier/Locally Assigned	Text	1	0 = No; 1 = Yes Use to indicate that the unique student identifier is locally assigned rather than the student's social security number. If a locally assigned unique identifier is used, the college has a responsibility to ensure that the students carry the same locally assigned identifier throughout their attendance at the college.
4	VFA Main cohort	Text	1	0 = No; 1 = Yes; calculated field
5	Unique Student Identifier/Locally Assigned	Text	9	Indicate the numeric value of the locally assigned student identifier, with leading zeroes if the identifier is less than 9 digits.
6	First Time in Any College	Text	1	0 = No; 1 = Yes; based on IPEDS definition for First Time in College Cohort for Fall 2014 term.
7	Pell Grant Status	Text	1	0 = No; 1 = Yes; based on VFA definition for Pell Grant Status.
8	Referral to Developmental Math	Text	1	0 = the student was tested but not referred to developmental Math any time during this year; 1 = the student was tested and referred to developmental Math with course sequence one level below a college level course any time during this year; 2 = the student was tested and referred to developmental Math with course sequence two levels below a college level course any time during this year; 3 = the student was tested and referred to developmental Math with course sequence three levels below a college level course any time during this year. If no developmental levels are assigned, use code 1 for all developmental referrals. 9 = Unknown or not tested

#	Data Element	Format	Len.	Field Description
9	Referral to Developmental English	Text	1	0 = the student was tested but not referred to developmental English any time during this year; 1 = the student was tested and referred to developmental English with course sequence one level below a college level course any time during this year; 2 = the student was tested and referred to developmental English with course sequence two levels below a college level course any time during this year; 3 = the student was tested and referred to developmental English with course sequence three levels below a college level course any time during this year. If no developmental levels are assigned, use code 1 for all developmental referrals. 9 = Unknown or not tested
10	Referral to Developmental Reading	Text	1	0 = the student was tested but not referred to developmental Reading any time during this year; 1 = the student was tested and referred to developmental Reading with course sequence one level below a college level course any time during this year; 2 = the student was tested and referred to developmental Reading with course sequence two levels below a college level course any time during this year; 3 = the student was tested and referred to developmental Reading with course sequence three levels below a college level course any time during this year. If no developmental levels are assigned, use code 1 for all developmental referrals. 9 = Unknown or not tested

b. **Course Catalog File** (FY15 and the portion of summer prior to FY15 contained in FY14)

▭ =DE Provides; ▭ = College Provides; Data definitions are provided in the Data Glossary below.

#	Data Element	Format	Len.	Field Description
1	College Number	Text	2	Two character District Number (01 through 16)
2	Common Course Number	Text	6	Common Course number: combination of six alpha-numeric characters assigned by a college to a course.
3	Discipline	Text	1	Z = not VFA discipline; M = Math; E = English; R = Reading.
4	Course Level	Text	1	0 = college level; 1 = 1 level below; 2 = 2 levels below; 3 = 3 levels below.

PART III: DATA GLOSSARY, TWO-YEAR COHORT

The definitions of the new data elements have been compiled based on VFA data manual.

1a. Credit Student information file (FY2015) – TWO YEAR COHORT

1. Data elements 1-3 replicate data requirements of the MIS Reporting Manual 2015.
2. Data element 4 (Main Cohort) provides colleges with DE-calculated MAIN cohort flag, to be used in further formation of college-reported First Time in Any College cohort flag, as a subset of the MAIN cohort.
3. Data element 5 requests college-assigned Unique Student ID, to be used for reliable connection to all other data sets.
4. Data element 6 (First time in any college). VFA collects data to determine whether or not a student is attending college for the first time. Acceptable VFA codes are 0 or 1, where 0 = No, student is NOT attending college for the first, 1 = Yes, student IS attending college for the first time. "First Time in College is defined as a degree or certificate seeking student as defined for IPEDS (i.e. students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award) who has no prior postsecondary experience (except as noted here) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school)."
   Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf, page 17.
5. Data element 7 (Pell grant status). VFA collects data to determine whether or not a community college offered a student any Federal Pell grants at any time during reporting period (for this reporting period, between fall 2014 and summer 2016). Acceptable VFA codes are 0 or 1, where 0 = "Student WAS NOT Pell eligible."
   1 = "Student was Pell eligible."
   Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 15.
6. Data elements 8-10 (Referral to Developmental, Math/English/Reading). VFA collects data about students referred or placed into developmental education, disaggregated by English, Reading, and Math, and the corresponding level for each referral. The VFA model has four levels: 0 = The student is college ready; 1 = The student was referred to developmental education with course sequence one level below a college level course; 2 = The student was referred to developmental education with course sequence two levels below a college level course; 3 = The student was referred to developmental education with course sequence three levels below a college level course. Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English. If your college does not stratify developmental education, use code 1 for any level of developmental education. Report Referrals that have occurred throughout the reporting year. Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 21.

1b. Credit Course Catalog file (summer FY2014 and FY2015) – TWO YEAR COHORT

1. Data elements 1-2 replicate data requirements of the MIS Reporting Manual FY2015 (college and CCN numbers).
2. Data element 3 and 4 replicate data requirements of the MIS Reporting Manual AY2015-16 (course discipline and course level). VFA collects data that describe the discipline or academic department to which a course is assigned. Acceptable codes are E, M, R, and Z, where E = English, M = Mathematics, R = Reading, Z = Any other discipline or department. Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English.
Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 20.
VFA also collects data about the level of a given course. The VFA model has four levels: 0 = College level course; 1 = One level below college course; 2 = Two levels below college course; 3 = Three levels below college course. If your college does not stratify developmental education, use code 1 for any level of developmental education.
Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 21.

PART IV: CALCULATION METHODS, TWO-YEAR COHORT

I. **Disaggregation, Main cohort (procedure is replicated for Credential Seeking and First Time in College cohorts).**

1. Race/Ethnicity: Hispanic, American Indian, Asian, Black, Native Hawaiian/Pacific Islander, White, Non-Resident Alien. (VFA Metrics Manual Version 5.0 [January 2017], page 17).

   a. Identify Non-Resident Alien based on cohort's FY2015 credit course file, data element Residency, code 3 "Foreign/International student", flag and exclude from further calculations.
   b. Identify Hispanic from FY2015 Student information file, data element Ethnicity, code 1, flag and exclude from further calculations.
   c. Identify Race Not Reported from FY2015 Student Information file, data element Race, codes for American Indian, Asian, Black, Native Hawaiian/Pacific Islander, White =0; Hispanic =2 or = 0; Fall enrollment credit course file, data element Residency code =0, or 1, or 2.
   d. Identify American Indian from FY2015 Student Information file, data element Race, code 1, if coded as such ONLY (Asian, Black, Native Hawaiian/Pacific Islander, White codes = 0).
   e. Identify Asian from FY2015 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Black, Native Hawaiian/Pacific Islander, White codes = 0).
   f. Identify Black from FY2015 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Asian, Native Hawaiian/Pacific Islander, White codes = 0).
   g. Identify Native Hawaiian/Pacific Islander from FY2015 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Asian, Black, White codes = 0).
   h. Identify White from FY2015 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Asian, Black, Native Hawaiian/Pacific Islander codes = 0).

i. Identify Two Or More Races from FY2015 Student Information file, data element Race, code 1, if coded as such for more than one race (American Indian, Asian, Black, Native Hawaiian/Pacific Islander, White codes = 1 in any combination of two or more).

2. Age: identify based on cohort's FY2015 credit Student Information file, data element Birth Date, age in years as of September 1 of the cohort's year, and aggregate into categories <20, 20-24, 25-29, 30-39, 40-49, =>50, Age Unknown (=Birth Date is blank). (VFA Metrics Manual Version 5.0 [January 2017], page 17).

3. Gender: identify gender based on cohort's FY2015 credit Student Information file, data element Gender, codes 1 (Male), 2 (Female) and 0 (Unknown).

4. Pell Status: identify Pell Status based on Student Information files for two academic years starting with cohort formation year, data element Pell Status, codes 1 or 0.

5. FT/PT: identify Full Time/Part Time based on cohort's Fall term of FY2015 credit course file, data element Course Credit Hours, where FT =>12 credits (=>8 for IHCC) and PT <12 credits (<8 credits for IHCC). (VFA Metrics Manual Version 5.0 [January 2017], page 18).

6. College ready (VFA Metrics Manual Version 5.0 [January 2017], page 18).
For VFA purposes, identify "required to take developmental education" for Referral method as such if a student takes course(s) under Liberal Arts or No POS programs of study reporting codes during reporting years.
(2 and 6 year cohorts VFA sub-committee meeting decision, January 19, 2017).
6a. If a college declared Developmental Referral Method as "Referral":
Unduplicated count of students in a cohort who were reported with codes 1, 2 or 3 within two academic years starting with cohort formation year, data element Developmental Referral: Math and/or English and/or Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with the cohort formation year.
6b. If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated count of students who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Course Level with codes 1, or/and 2, or/and 3 and under data elements Developmental Discipline with code M and/or E and/or R.
6c: If a college declared Developmental Referral Method as "Combination": Unduplicated count of students in a cohort who were reported with codes 1, 2 or 3 within two academic years starting with cohort formation year, data element Developmental Referral: Math and/or English and/or Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation, <u>OR</u> who were reported within credit course files for the two academic years, starting with the cohort formation year, under data elements Developmental Discipline with code M, and/or E and/or R, and Course Level with codes 1, or/and 2, or/and 3.

II. **Developmental Education Progress Measures by Subject, disaggregated by all Demographics and calculated for Main, Credential Seeking, and First Time in College cohorts.**

1. Developmental Need Cohort. (VFA Metrics Manual Version 5.0 [January 2017], page 23).
   For VFA purposes, identify "required to take developmental education" for Referral method as such if a student takes course(s) under Liberal Arts or No POS programs of study reporting codes during reporting years.
   (2 and 6 year cohorts VFA sub-committee meeting decision, January 19, 2017).
   a. DENOMINATOR:
      Unduplicated count of students in a cohort.

      NUMERATOR:
      a1. If a college declared Developmental Referral Method as "Referral":
      Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, in data element Developmental Referral: Math <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year.
      a2: If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated number of students who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Developmental Discipline with code M, and Course Level with codes 1, or/and 2, or/and 3.
      a3: If a college declared Developmental Referral Method as "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, data element Developmental Referral: Math <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year, <u>OR</u> who were reported within credit course files for the two academic years, starting with the cohort formation year, under data elements Developmental Discipline with code M, and Course Level with codes 1, or/and 2, or/and 3.

   b. DENOMINATOR:
      Unduplicated count of students in a cohort.

      NUMERATOR:
      b1. If a college declared Developmental Referral Method as "Referral":
      Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, in data element Developmental Referral: English <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year.
      b2: If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated number of students who were reported within credit course files for the two

academic years, starting with the cohort formation year, under data element Developmental Discipline with code E, and Course Level with codes 1, or/and 2, or/and 3.

b3: If a college declared Developmental Referral Method as "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, data element Developmental Referral: English <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year, <u>OR</u> who were reported within credit course files for the two academic years, starting with the cohort formation year, under data elements Developmental Discipline with code E, and Course Level with codes 1, or/and 2, or/and 3.

c. <u>DENOMINATOR</u>:
Unduplicated count of students in a cohort.

<u>NUMERATOR</u>:
c1. If a college declared Developmental Referral Method as "Referral":
Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, in data element Developmental Referral: Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year.

c2: If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated number of students who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code R, and Course Level with codes 1, or/and 2, or/and 3.

c3: If a college declared Developmental Referral Method as "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, data element Developmental Referral: Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year, <u>OR</u> who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code R, and Course Level with codes 1, or/and 2, or/and 3.

2. Developmental Referral Cohort (subset of "Developmental Need") Cohort. (VFA Metrics Manual Version 5.0 [January 2017], page 23).

a. <u>DENOMINATOR</u>:
Unduplicated count of students in a cohort.

<u>NUMERATOR</u>:
a1. If a college declared Developmental Referral Method as "Referral" or "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year,

data element Developmental Referral: Math <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course within two academic years starting with cohort formation year.

a2: If a college declared Developmental Referral Method as "Course Taking Pattern": "0".

   b. <u>DENOMINATOR</u>:
Unduplicated count of students in a cohort.

<u>NUMERATOR</u>:
b1. If a college declared Developmental Referral Method as "Referral" or "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, data element Developmental Referral: English <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year.

b2: If a college declared Developmental Referral Method as "Course Taking Pattern": "0".

   c. <u>DENOMINATOR</u>:
Unduplicated count of students in a cohort.

<u>NUMERATOR</u>:
c1. If a college declared Developmental Referral Method as "Referral" or "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within two academic years starting with cohort formation year, data element Developmental Referral: Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during two academic years starting with cohort formation year.

c2: If a college declared Developmental Referral Method as "Course Taking Pattern": "0".

3. Distribution of Developmental Need. (VFA Metrics Manual Version 5.0 [January 2017], page 24).

   a. <u>DENOMINATOR</u>:
Math: Subsection II, item 1. a1, or a2 or a3 (depending on referral method).

<u>NUMERATOR</u>:
Math: Students in Subsection II, item 1. a1, or a2 or a3 (depending on referral method) who were reported with code 1.*

   b. <u>DENOMINATOR</u>:
Math: Subsection II, item 1. a1, or a2 or a3 (depending on referral method).

<u>NUMERATOR</u>:
Math: Students in Subsection II, item 1. a1, or a2 or a3 (depending on referral method) who were reported with code 2.*

c. <u>DENOMINATOR</u>:
Math: Subsection II, item 1. a1, or a2 or a3 (depending on referral method).

<u>NUMERATOR</u>:
Math: Students in Subsection II, item 1. a1, or a2 or a3 (depending on referral method) who were reported with code 3.*

d. <u>DENOMINATOR</u>:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method).

<u>NUMERATOR</u>:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method) who were reported with code 1.*

If a student was reported with more than one level, unduplicate to count student only under the number of levels/highest need in developmental education.

e. <u>DENOMINATOR</u>:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method).

<u>NUMERATOR</u>:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method) who were reported with code 2.*

f. <u>DENOMINATOR</u>:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method).

<u>NUMERATOR</u>:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method) who were reported with code 3.*

g. <u>DENOMINATOR</u>:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method).

<u>NUMERATOR</u>:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method) who were reported with code 1.*

h. <u>DENOMINATOR</u>:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method).

<u>NUMERATOR</u>:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method) who were reported with code 2.*

i. <u>DENOMINATOR</u>:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method).

<u>NUMERATOR</u>:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method) who were reported with code 3.*

4. Percent Students Attempted Developmental Education Course. (VFA Metrics Manual Version 5.0 [January 2017], page 24).

a. <u>DENOMINATOR</u>:
a1. "Referral" or "Combination": Subsection II, item 2. a1.
a2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

If a student was reported with more than one level, unduplicate to count student only under the number of levels/highest need in developmental education.

<u>NUMERATOR</u>:
a1. Of students in DENOMINATOR, unduplicated count of students who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code M, and Course Level with codes 1, or/and 2, or/and 3.
a2. If a college declared Developmental Referral Method as "Course Taking Pattern": N/A.

b. <u>DENOMINATOR</u>:
b1. "Referral" or "Combination": Subsection II, item 2. b1.
b2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

<u>NUMERATOR</u>:
b1. Of students in DENOMINATOR, unduplicated count of students who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code E, and Course Level with codes 1, or/and 2, or/and 3.
b2. If a college declared Developmental Referral Method as "Course Taking Pattern": N/A.

c. <u>DENOMINATOR</u>:
c1. "Referral" or "Combination": Subsection II, item 2. c1.
c2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

<u>NUMERATOR</u>:
c1. Of the students in DENOMINATOR, unduplicated count of students who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code R, and Course Level with codes 1, or/and 2, or/and 3.
c2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

5. Percent Students Became College Ready in Developmental Education Subject. (VFA Metrics Manual Version 5.0 [January 2017], page 25).

   a. DENOMINATOR:
      a1. Referral: Subsection II, item 1. a1.
      a2: Course Taking Pattern: Subsection II, item 1. a2.
      a3. Combination: Subsection II, item 1. a3.

      NUMERATOR:
      Unduplicated count of students in DENOMINATOR, who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code M, and Course Level with codes 0 and/or 1, and Successful Course Completion with code 1.

   b. DENOMINATOR:
      b1. Referral: Subsection II, item 1. b1.
      b2: Course Taking Pattern: Subsection II, item 1. b2.
      b3. Combination: Subsection II, item 1. b3.

      NUMERATOR:
      Unduplicated count of students in DENOMINATOR, who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code E, and Course Level with codes 0 and/or 1, and Successful Course Completion with code 1.

   c. DENOMINATOR:
      c1. Referral: Subsection II, item 1. c1.
      c2: Course Taking Pattern: Subsection II, item 1. c2.
      c3. Combination: Subsection II, item 1. c3.

      NUMERATOR:
      Unduplicated count of students in DENOMINATOR, who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code R, and Course Level with codes 0 and/or 1, and Successful Course Completion with code 1.

6. Percent Students Successfully Completed Any College-level course. (VFA Metrics Manual Version 5.0 [January 2017], page 25).

   a. DENOMINATOR:
      Unduplicated count of students who were identified as in need of Developmental Math Education (NUMERATOR II. 1a).

NUMERATOR:
Unduplicated count of students who were identified as in need of Developmental Math Education (DENOMINATOR), and who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code M, and Course Level with code 0, and Successful Course Completion with code 1.

b. DENOMINATOR:
Unduplicated count of students who were identified as in need of Developmental English Education (NUMERATORS II. 1b and 1c).

NUMERATOR:
Unduplicated count of students who were identified as in need of Developmental English Education (DENOMINATOR), and who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with code E, and Course Level with code 0, and Successful Course Completion with code 1.

III. **Any Developmental Education Progress Measures, disaggregated by all Demographics and calculated for Main, Credential Seeking, and First Time in College cohorts.**

1. Percent Students Needing Developmental Education in at Least One Subject. (VFA Metrics Manual Version 5.0 [January 2017], page 26).

DENOMINATOR:
Unduplicated count of students in a cohort.

NUMERATOR:
Unduplicated count of students who were identified as in need of Developmental Education (NUMERATORS II. 1a, 1b, 1c, unduplicated).

2. Percent of students Referred to Developmental Education in at least one subject. (VFA Metrics Manual Version 5.0 [January 2017], page 26).

DENOMINATOR
Unduplicated count of students in a cohort.

NUMERATOR:
Unduplicated count of students who were referred to Developmental Education (NUMERATORS II. 2a, 2b, 2c, unduplicated).

3. Percent Students Attempted Any Developmental Education. (VFA Metrics Manual Version 5.0 [January 2017], page 26).

   DENOMINATOR:
   Unduplicated count of students who were referred to Developmental Education (NUMERATORS II. 2a, 2b, 2c, unduplicated).

   NUMERATOR:
   Unduplicated count of students in DENOMINATOR who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with codes M and/or E, and/or R and Course Level with codes 1 and/or 2, and/or 3.

4. Percent Students Who Became College-Ready. (VFA Metrics Manual Version 5.0 [January 2017], page 27).

   DENOMINATOR:
   Unduplicated count of students who were identified as in need of Developmental Education (DENOMINATORS II. 5a, 5b, 5c, unduplicated).

   NUMERATOR:
   Unduplicated count of students in DENOMINATOR who were reported within credit course files for the two academic years, starting with the cohort formation year, under data element Discipline with codes M and/or E, and/or R and Course Level with codes 1 or 0 and Successful Course Completion with code 1 in all College Ready disciplines they were listed under in DENOMINATOR.

IV.   Two Year Progress Measures, disaggregated by all Demographics and calculated for Main, Credential Seeking, and First Time in College cohorts.

1. First Term Credit Hour Success Rate (VFA Metrics Manual Version 5.0 [January 2017], page 29).

   DENOMINATOR:
   Sum of cohort's Fall term (cohort's formation term, term 1 of FY2015) attempted credit hours in any subject.

   NUMERATOR:
   Sum of a cohort's Fall term (cohort's formation term) successfully completed credit hours in any subject: DENOMINATOR, filtered by code 1 under Course Successful Completion.

2. Two year Credit Hour Success Rate (VFA Metrics Manual Version 5.0 [January 2017], page 30).

   DENOMINATOR:
   Sum of a cohort's MIS Summer 2015—end of AY 2015-16 attempted credit hours (data element D: Course Credit Hours) in any subject.

NUMERATOR:
Sum of successfully completed credit hours in any subject: DENOMINATOR, filtered by code 1 under Course Successful Completion.

3. Percent Students Not Successful in First Term (VFA Metrics Manual Version 5.0 [January 2017], page 30).

   DENOMINATOR:
   Unduplicated count of students in a cohort.

   NUMERATOR:
   Unduplicated count of students in a cohort who accumulated "0" credit hours during term 1 of the cohort formation year under Earned Credit Hours.

4. Fall to next term retention (VFA Metrics Manual Version 5.0 [January 2017], page 31).

   DENOMINATOR:
   Unduplicated count of students in a cohort.

   NUMERATOR:
   a. Unduplicated count of students in a cohort, found in VFA Credit Course FY'15 file under data element Term or Quarter, code 3: Spring (code 2: Winter for IHCC).
   b. Match cohort students with those in item a., flag unmatched.
   c. Match item b. students with MIS Awards FY'15 file, flag matched.
   d. Using Award date, flag those students whose award date precedes the earliest course start date under VFA Credit Course FY'15 file, where data element Term or Quarter code = 3: Spring (code 2: Winter for IHCC).
   e. Sum up items a. and d.

5. Percent Students Reached Credit Thresholds in Two Years (VFA Metrics Manual Version 5.0 [January 2017], page 31).

   DENOMINATOR:
   Unduplicated count of students in a cohort.

   NUMERATOR:
   a. Establish and flag PT and FT sub-cohorts, based on the number of credits attempted during Fall term of the cohort's formation year. Use sum of attempted credit hours of the students found under term 1 of VFA FY2015 Course file, data element Course Credit Hours, with the following logic: =>12 attempted credits (=>8 for IHCC) = FT Student; <12 attempted credits (<8 for IHCC) = PT student.
   b. Match FT students to credit enrollment data between for FY2015 and AY 2015-16, Student Information file. Use data element T (Earned Credit Hours) from the latest of the examined years: if a student was found in AY 2015-16 data, use AY2015-16 Earned Credit Hours; a

student was not found in FY2015 data, use FY'2015 Earned Credit Hours. Flag the students with =>42 credits.

c. Match PT students to credit enrollment data between for FY2015 and AY 2015-16, Student Information file. Use data element T (Earned Credit Hours) from the latest of the examined years: if a student was found in AY 2015-16 data, use AY2015-16 Earned Credit Hours; a student was not found in FY2015 data, use FY'2015 Earned Credit Hours. Flag the students with =>24 credits.

d. Match cohort students to items b. and c., flag unmatched.

e. Match item d. students to MIS Awards FY'2015, MIS Awards AY'2015-16 and Summer 2015 awards files, flag matched.

f. Sum up items b., c., and e.

6. Percent Students Completed a Formal Award (VFA Metrics Manual Version 5.0 [January 2017], page 32).

DENOMINATOR:
Unduplicated count of students in a cohort.

NUMERATOR:
Match DENOMINATOR to MIS Awards FY'2015, AY'2015-16 and Summer 2015 Awards files, flag matched students, unduplicate.

7. Percent Students Transferred to 2-year or 4-Year institution (VFA Metrics Manual Version 5.0 [January 2017], page 32).

DENOMINATOR:
Unduplicated count of students in a cohort.

NUMERATOR:
a. Match DENOMINATOR to MIS Awards FY'2015, AY'2015-16 and Summer 2015 Awards files, flag unmatched students, unduplicate.

b. Send resulting information to National Student Clearinghouse (NSC) for matching, with search starting date 09/01/2014.

c. Use AY2015-16 course file to determine the latest course end date to be used to establish "the end of [students in cohort] second academic year" (VFA Metrics Manual Version 5.0 [January 2017], page 32).

d. Use Course FY2015 and Course AY2015-16 files' Course End Date to establish the latest enrollment date for each student in the cohort, unduplicate.

e. Match NSC enrollment dates with those for the students in item d., to establish instances of transfer based on the following logic:
IF NSC "record Found" = "Y", <u>AND</u> NSC enrollment start date in <u>another</u> postsecondary institution precedes the end of the cohort's second academic year, <u>AND</u> NSC enrollment end date in <u>another</u> postsecondary institution(s) exceeds the latest course end date for a student under item d., flag the student as "transfer". If NSC enrollment end date is blank, flag the

student as "transfer" only if that same NSC record start date exceeds the latest course end date for a student under item d., <u>AND</u> NSC enrollment start date in another postsecondary institution precedes the end of the cohort's second academic year.

8. Percent Students Still Enrolled (VFA Metrics Manual Version 5.0 [January 2017], page 32).

<u>DENOMINATOR:</u>
Unduplicated count of students in a cohort.

<u>NUMERATOR:</u>
a. Match item 7.a with item 7.e and flag unmatched students.
b. Match resulting cohort with students in AY'2015-16 course file, flag matched, unduplicate.

SIX YEAR COHORT

PART I: COHORT FORMATION

A. MAIN COHORT.
1. STARTING DATA SET: Fall Term Enrollment, FY2011 (calendar Fall 2010), Student Information File (matched to course file to establish enrollments in Term 1).
2. REMOVING STUDENTS IN RECIPROCAL AGREEMENT PROGRAMS: Starting data set MINUS students in Reciprocal Agreement programs (code 35 under Special Emphasis, student course file).
3. HIGH SCHOOL COMPLETION CREDENTIAL COHORT: #2, MINUS those students who have not received any type of HS completion credential (High School Award Type ≠ 1, 2 or 5, student information file).
4. NON-EXCLUSIVELY-ESL STUDENT COHORT: #3 linked to Fall Enrollment, Fall of FY'11 (calendar Fall 2010), Credit Student Course File, MINUS those students who were enrolled exclusively in ESL or ESI courses (keep only students with first three characters in Course Number ≠ "ESL or ESI").
5. MAIN COHORT: #4 MINUS students found in Credit Student Course Files for previous years with available Joint Enrollment data (FY2007-FY2010) as NOT enrolled as "still in HS" students (High School Enrollment Type = 0).

B. CREDENTIAL SEEKING COHORT

1. Match students in the MAIN cohort to Credit Course files data to include: a. Summer Term (Term 4) for AY2009-2010 (compiled from MIS files FY2010 and FY2011); b. AY2010-11 (compiled from MIS files FY2011 and Summer of 2012 in FY2012 data), and c. AY2011-12 (compiled of FY2012 and summer of 2013 in FY2013 data).

2. Sum up total number of earned credits per student using data element Earned Credit Hours.

3. Filter by =>12 credits, unduplicate.

4. Filter 2. by <12 credit hours, unduplicate.

5. Match 4. to Credit Awards files data to include: a. Summer Term (Term 4) in FY2010 (awards with dates between the beginning of summer term for calendar 2010 and September 1, 2010); b. AY2010-11 (MIS FY2011) and c. AY2011-12 (MIS2012); unduplicate matched students.*

*No need for July 1—end of AY for credit Awards: prior to FY2013, MIS collected credit awards data based on timeframe that included complete summer of the reported FY.

6. Union 3. And 5. for CREDENTIAL SEEKING cohort.

C. FIRST TIME IN COLLEGE

Use college-reported field "First-time in Any College".

Part II: FORMAT/SCOPE OF THE DATA THAT THE COLLEGES RECEIVE FROM THE DE AND FORMAT/SCOPE OF THE DATA THAT COLLEGES RETURN TO THE DE: SIX YEAR COHORT

Upon formation of the main cohort, the DE will provide the colleges with five datasets, containing students in the **Main Cohort**: one Student Information (with columns for enrollments in 2011, 12, 13, 14) and four Student Course files (FY 2011 [with Summer of FY2010], 12, 13, 14). The DE expects colleges to add VFA required data elements to all files as described in the layouts below. Colleges need to provide student and course data in AY15-16 MIS manual format. Data definitions are provided in the Data Glossary below. For additional data definitions refer to the MIS Reporting Manual.

In addition, the DE expects colleges to report their Referral Method for Developmental Education (only **one per college per year**: "1" = by Referral Test or "2" = by Course Selection), reported at the time of the VFA data submission via email.

a. **Credit Student Information File (FY11-FY14)**

   ⬜ =DE Provides;   ⬜ = College Provides;

#	Data Element	Format	Len.	Field Description
1	College Number	Text	2	Two character District Number (01 through 16)
2	Social Security Number/Unique Student Identifier	Text	9	Social security number, including leading zeroes. Use a locally assigned unique identifier for students who will not provide their social security number.
3	Unique Student Identifier/Locally Assigned	Text	1	0 = No; 1 = Yes Use to indicate that the unique student identifier is locally assigned rather than the student's social security number. If a locally assigned unique identifier is used, the college has a responsibility to ensure that the students carry the same locally assigned identifier throughout their attendance at the college.
4	Enrollments in FY2011	Text	4	Year in which students were found in enrollment: 2011 = student were found in enrollment Blank = students were not found in enrollment
5	Enrollments in FY2012	Text	4	Year in which students were found in enrollment: 2012 = student were found in enrollment Blank = students were not found in enrollment
6	Enrollments in FY2013	Text	4	Year in which students were found in enrollment: 2013 = student were found in enrollment Blank = students were not found in enrollment

#	Data Element	Format	Len.	Field Description
7	Enrollments in FY2014	Text	4	Year in which students were found in enrollment: 2014 = student were found in enrollment Blank = students were not found in enrollment
8	Unique Student Identifier/Locally Assigned	Text	9	Indicate the numeric value of the locally assigned student identifier, with leading zeroes if the identifier is less than 10 digits.
9	First Time in Any College	Text	1	REPORT ONCE FOR FOUR YEARS 0 = No; 1 = Yes; based on IPEDS definition for First Time in College Cohort. Report only for FY 2011.
10	Pell Grant Status	Text	1	REPORT ONCE FOR FOUR YEARS 0 = No; 1 = Yes; based on VFA definition for Pell Grant Status.
7	Referral to Developmental Math	Text	1	REPORT ONCE for four years (2011, 12, 13, 14). If a student changed developmental need level within 6 years (e.g., from 3 to 1), report the highest identified developmental need (from the example above, 3). 0 = the student was tested but not referred to nor placed in developmental Math; 1 = the student was referred to developmental Math with course sequence one level below a college level course; 2 = the student was referred to developmental Math with course sequence two levels below a college level course; 3 = the student was referred to developmental Math with course sequence three levels below a college level course. If no developmental levels are assigned, use code 1 for all developmental referrals/placements. 9 = Unknown or not tested
8	Referral to Developmental English	Text	1	REPORT ONCE for four years (2011, 12, 13, 14). If a student changed developmental need level within 6 years (e.g., from 3 to 1), report the highest identified developmental need (from the example above, 3). 0 = the student was tested but not referred to developmental English; 1 = the student was referred to developmental English with course sequence one level below a college level course; 2 = the student was referred to developmental English with course sequence two levels below a college level course; 3 = the student was referred to developmental English with course sequence three levels below a college level course. If no developmental levels are assigned, use code 1 for all developmental referrals/placements. 9 = Unknown or not tested.

#	Data Element	Format	Len.	Field Description
9	Referral to Developmental Reading	Text	1	REPORT ONCE for four years (2011, 12, 13, 14). If a student changed developmental need level within 6 years (e.g., from 3 to 1), report the highest identified developmental need (from the example above, 3). 0 = the student was tested but not referred to developmental Reading; 1 = the student was referred to developmental Reading with course sequence one level below a college level course; 2 = the student was referred to developmental Reading with course sequence two levels below a college level course; 3 = the student was referred to developmental Reading with course sequence three levels below a college level course. If no developmental levels are assigned, use code 1 for all developmental referrals/placements. Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English. 9 = Unknown or not tested.

b. Credit Student Course Information Files (FY11 [with Summer 2011] - FY14)

███ =DE Provides; ███ = College Provides

#	Data Element	Format	Len.	Field Description
1	College Number	Text	2	Two character District Number (01 through 16)
2	Social Security Number/Unique Student Identifier	Text	9	Social security number, including leading zeroes. Use a locally assigned unique identifier for students who will not provide their social security number.
3	Unique Student Identifier/Locally Assigned	Text	1	0 = No; 1 = Yes Use to indicate that the unique student identifier is locally assigned rather than the student's social security number. If a locally assigned unique identifier is used, the college has a responsibility to ensure that the students carry the same locally assigned identifier throughout their attendance at the college.
4	Course Number	Text	25	Combination of alpha/numeric characters assigned by a college to a course. **First six positions must match alphanumeric common course number: three for course prefix and three for the course number. The remainder of the number (e.g., assigned locally for the section) should also be reported**
5	Course Start Date	Date	8	MM/DD/YYYY format (Example: August 1, 2006 would be 08/01/2006)
6	Course End Date	Date	8	MM/DD/YYYY format (Example: August 1, 2006 would be 08/01/2006)
7	Earned Credit Hours	Number	5	REPORT FOR FY11, 12, 13 ONLY. Report earned credit hours if the course is finished before reporting time. Use 00.00 if the credit was not earned or the course was not finished at the time of the reporting.
8	Successful course completion	Text	1	REPORT FOR FY11, 12, 13 ONLY. Indicate whether the student successfully completed the course. Successful completion of a course is defined as earning a grade of at least a "C" or "Passing", if the course is graded as "pass/fail". Any "C" grade ("C+", "C", "C-" is considered a "C" grade. If the course was not successfully completed at the end of the course, or data reporting time precedes course end date, report the course as not completed. 0 = course not completed 1 = course completed
9	Discipline	Text	1	Z = not VFA discipline; M = Math; E = English; R = Reading.
10	Course Level	Text	1	0 = college level; 1 = 1 level below; 2 = 2 levels below; 3 = 3 levels below.

PART III: DATA GLOSSARY, SIX YEAR COHORT

The definitions of the new data elements have been compiled based on VFA data manual.

1a. Credit Student information file (FY2011--FY2014) – SIX YEAR COHORT

1. Data elements 1-3 replicate data requirements of the MIS Reporting Manual 2015.
2. Data element 4 requests college-assigned Unique Student ID, to be used for reliable connection to all other data sets.
3. Data elements 5-8 provide colleges with the year in which students were found in enrollment for years not yet reported in the MIS (2011-2014).
4. Data element 5 (First time in any college). NEEDED ONLY ONCE FOUR YEARS. VFA collects data to determine whether or not a student is attending college for the first time. Acceptable VFA codes are 0 or 1, where 0 = No, student is NOT attending college for the first, 1 = Yes, student IS attending college for the first time. "First Time in College is defined as a degree or certificate seeking student as defined for IPEDS (i.e. students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award) who has no prior postsecondary experience (except as noted here) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school)."
   Note: Credit VFA sub-committee recommends reporting this data element based on Fall term of the cohort formation year.
   Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf, page 12.
5. Data element 6 (Pell grant status). NEEDED ONLY ONCE FOUR YEARS. VFA collects data to determine whether or not a community college offered a student any Federal Pell grants at any time during reporting period (for this reporting period, between fall 2011 and summer 2016). Acceptable VFA codes are 0 or 1, where
   0 = "Student WAS NOT Pell eligible."
   1 = "Student was Pell eligible."
   Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 15.
6. Data elements 7-9 (Referral to Developmental, Math/English/reading). NEEDED ONLY ONCE FOUR YEARS . VFA collects data about students referred or placed into developmental education, disaggregated by English, Reading, and Math, and the corresponding level for each referral or placement. The VFA model has four levels: 0 = The student is college ready; 1 = The student was referred or placed into developmental education with course sequence one level below a college level course; 2 = The student was referred or placed into developmental education with course sequence two levels below a college level course; 3 = The student was referred or placed into developmental education with course sequence three levels below a college level course. Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English. If your college does not stratify developmental education, use code 1 for any level of developmental education. If a student changed developmental need level within 4 years (e.g., from 3 to 1), report the highest identified developmental need (from the example above, 3). Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 21.

1b. Credit Course file (FY2011 [with summer 2011]-- FY2014) – SIX YEAR COHORT

1. Data elements 1-6 replicate data requirements of the MIS Reporting Manual FY2015 (college number, SSN, local ID flag, Course, Course Start and End dates).
2. Data element 7 and 8 replicate data requirements of the MIS Reporting Manual FY2014 (earned credit hours and successful course completion). <u>REPORT ONLY FOR FY11 (with summer 2011), 12 and 13.</u>
   Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 20.
3. Data elements 9 and 10, course discipline and course level. VFA collects data that describe the discipline or academic department to which a course is assigned. Acceptable codes are E, M, R, and Z, where E = English, M = Mathematics, R = Reading, Z = Any other discipline or department. Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English.
   The VFA model has four course levels:
   0 = College level course; 1 = One level below college course; 2 = Two levels below college course; 3 = Three levels below college course. If your college does not stratify developmental education, use code 1 for any level of developmental education.
    Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 21.

PART IV: CALCULATION METHODS, SIX YEAR COHORT

I.   **Disaggregation, Main cohort (procedure is replicated for Credential Seeking and First Time in College cohorts).**

1. Race/Ethnicity: Hispanic, American Indian, Asian, Black, Native Hawaiian/Pacific Islander, White, Non-Resident Alien. (VFA Metrics Manual Version 5.0 [January 2017], page 17).

   a. Identify Non-Resident Alien based on cohort's FY2011 credit course file, data element Residency, code 3 "Foreign/International student", flag and exclude from further calculations.
   b. Identify Hispanic from FY2011 Student information file, data element Ethnicity, code 1, flag and exclude from further calculations.
   c. Identify Race Not Reported from FY2011 Student Information file, data element Race, codes for American Indian, Asian, Black, Native Hawaiian/Pacific Islander, White =0; Hispanic =2 or = 0; Fall enrollment credit course file, data element Residency code =0, or 1, or 2.
   d. Identify American Indian from FY2011 Student Information file, data element Race, code 1, if coded as such ONLY (Asian, Black, Native Hawaiian/Pacific Islander, White codes = 0).
   e. Identify Asian from FY2011 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Black, Native Hawaiian/Pacific Islander, White codes = 0).
   f. Identify Black from FY2011 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Asian, Native Hawaiian/Pacific Islander, White codes = 0).
   g. Identify Native Hawaiian/Pacific Islander from FY2011 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Asian, Black, White codes = 0).
   h. Identify White from FY2011 Student Information file, data element Race, code 1, if coded as such ONLY (American Indian, Asian, Black, Native Hawaiian/Pacific Islander codes = 0).

i. Identify Two Or More Races from FY2011 Student Information file, data element Race, code 1, if coded as such for more than one race (American Indian, Asian, Black, Native Hawaiian/Pacific Islander, White codes = 1 in any combination of two or more).

2. Age: identify based on cohort's FY2011 credit Student Information file, data element Birth Date, age in years as of September 1 of the cohort's year, and aggregate into categories <20, 20-24, 25-29, 30-39, 40-49, =>50, Age Unknown (=Birth Date is blank). (VFA Metrics Manual Version 5.0 [January 2017], page 17).

3. Gender: identify gender based on cohort's FY2011 credit Student Information file, data element Gender, codes 1 (Male), 2 (Female) and 0 (Unknown).

4. Pell Status: identify Pell Status based on VFA Data Exchange Manual Student Information files (FY2011, FY2012, FY2013, FY2014) and MIS Student Information files FY2015 and AY2015-16 data element Pell Status, codes 1 or 0.

5. FT/PT (VFA Metrics Manual Version 5.0 [January 2017], page 18).
Identify Full Time/Part Time based on cohort's Fall term of FY2011 credit course file, data element Course Credit Hours, where FT =>12 credits (=>8 for IHCC) and PT = <12 credits (<8 credits for IHCC).

6. College ready (VFA Metrics Manual Version 5.0 [January 2017], page 18).
For VFA purposes, identify "required to take developmental education" for Referral method as such if a student takes course(s) under Liberal Arts or No POS programs of study reporting codes during six AYs starting with the cohort formation year.
(2 and 6 year cohorts VFA sub-committee meeting decision, January 19, 2017).
6a. If a college declared Developmental Referral Method as "Referral":
Unduplicated count of students in a cohort who were reported with codes 1, 2 or 3 within six academic years starting with cohort formation year, data element Developmental Referral: Math and/or English and/or Reading and were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with the cohort formation year.
6b. If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated count of students who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Course Level with codes 1, or/and 2, or/and 3 and under data elements Developmental Discipline with code M and/or E and/or R.
6c: If a college declared Developmental Referral Method as "Combination": Unduplicated count of students in a cohort who were reported with codes 1, 2 or 3 within six academic years starting with cohort formation year, data element Developmental Referral: Math and/or English and/or Reading and were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation, OR who were reported within credit course files for the six academic years, starting with the cohort

formation year, under data elements Developmental Discipline with code M, and/or E and/or R, and Course Level with codes 1, or/and 2, or/and 3.

II. **Developmental Education Progress Measures by Subject, disaggregated by all Demographics and calculated for Main, Credential Seeking, and First Time in College cohorts.**

1. Developmental Need Cohort. (VFA Metrics Manual Version 5.0 [January 2017], page 23).
   For VFA purposes, identify "required to take developmental education" for Referral method as such if a student takes course(s) under Liberal Arts or No POS programs of study reporting codes during six AYs starting with the cohort formation year.
   (2 and 6 year cohorts VFA sub-committee meeting decision, January 19, 2017).
   a. DENOMINATOR:
   Unduplicated count of students in a cohort.

   a. NUMERATOR:
   a1. If a college declared Developmental Referral Method as "Referral":
   Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, in data element Developmental Referral: Math <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year.
   a2: If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated number of students who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Developmental Discipline with code M, and Course Level with codes 1, or/and 2, or/and 3.
   a3: If a college declared Developmental Referral Method as "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, data element Developmental Referral: Math <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year, <u>OR</u> who were reported within credit course files for the six academic years, starting with the cohort formation year, under data elements Developmental Discipline with code M, and Course Level with codes 1, or/and 2, or/and 3.

   b. DENOMINATOR:
   Unduplicated count of students in a cohort.

   b. NUMERATOR:
   b1. If a college declared Developmental Referral Method as "Referral":
   Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, in data element Developmental Referral: English <u>and</u> were reported under liberal arts/no POS

Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year.

b2: If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated number of students who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code E, and Course Level with codes 1, or/and 2, or/and 3.

b3: If a college declared Developmental Referral Method as "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, data element Developmental Referral: English <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year, <u>OR</u> who were reported within credit course files for the six academic years, starting with the cohort formation year, under data elements Discipline with code E, and Course Level with codes 1, or/and 2, or/and 3.

4. <u>DENOMINATOR</u>:
   Unduplicated count of students in a cohort.

   <u>NUMERATOR</u>:
   c1. If a college declared Developmental Referral Method as "Referral":
   Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, in data element Developmental Referral: Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year.

   c2: If a college declared Developmental Referral Method as "Course Taking Pattern": unduplicated number of students who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code R, and Course Level with codes 1, or/and 2, or/and 3.

   c3: If a college declared Developmental Referral Method as "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, data element Developmental Referral: Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year, <u>OR</u> who were reported within credit course files for the six academic years, starting with the cohort formation year, under data elements Discipline with code R, and Course Level with codes 1, or/and 2, or/and 3.

2. Developmental Referral Cohort (subset of "Developmental Need" Cohort). (VFA Metrics Manual Version 5.0 [January 2017], page 23).

   a. <u>DENOMINATOR</u>:
   Unduplicated count of students in a cohort.

a. NUMERATOR:
a1. If a college declared Developmental Referral Method as "Referral" or "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, data element Developmental Referral: Math <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course within six academic years starting with cohort formation year.
a2: If a college declared Developmental Referral Method as "Course Taking Pattern": "0".

b. DENOMINATOR:
Unduplicated count of students in a cohort.

b. NUMERATOR:
b1. If a college declared Developmental Referral Method as "Referral" or "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, data element Developmental Referral: English <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year.
b2: If a college declared Developmental Referral Method as "Course Taking Pattern": "0".

c. DENOMINATOR:
Unduplicated count of students in a cohort.

c. NUMERATOR:
c1. If a college declared Developmental Referral Method as "Referral" or "Combination": Unduplicated number of students in a cohort who were reported with codes 1, 2 or 3 in Student Information file within six academic years starting with cohort formation year, data element Developmental Referral: Reading <u>and</u> were reported under liberal arts/no POS Type of Program codes (08, 09, 10, 13) for at least one course during six academic years starting with cohort formation year.
c2: If a college declared Developmental Referral Method as "Course Taking Pattern": "0".

3. Distribution of Developmental Need. (VFA Metrics Manual Version 5.0 [January 2017], page 24).

a. DENOMINATOR:
Math: Subsection II, item 1. a1, or a2 or a3 (depending on referral method).

NUMERATOR:
Math: Students in Subsection II, item 1. a1, or a2 or a3 (depending on referral method) who were reported with code 1.*

b. DENOMINATOR:
Math: Subsection II, item 1. a1, or a2 or a3 (depending on referral method).

NUMERATOR:
Math: Students in Subsection II, item 1. a1, or a2 or a3 (depending on referral method) who were reported with code 2.*

c. DENOMINATOR:
Math: Subsection II, item 1. a1, or a2 or a3 (depending on referral method).

NUMERATOR:
Math: Students in Subsection II, item 1. a1, or a2 or a3 (depending on referral method) who were reported with code 3.*

d. DENOMINATOR:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method).

NUMERATOR:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method) who were reported with code 1.*

e. DENOMINATOR:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method).

NUMERATOR:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method) who were reported with code 2.*

f. DENOMINATOR:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method).

NUMERATOR:
English: Subsection II, item 1. b1, or b2 or b3 (depending on referral method) who were reported with code 3.*

g. DENOMINATOR:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method).

NUMERATOR:
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method) who were reported with code 1.*

h. <u>DENOMINATOR:</u>
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method).

<u>NUMERATOR:</u>
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method) who were reported with code 2.*

i. <u>DENOMINATOR:</u>
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method).

<u>NUMERATOR:</u>
Reading: Subsection II, item 1. c1, or c2 or c3 (depending on referral method) who were reported with code 3.*

If a student was reported with more than one level, unduplicate to count student only under the number of levels/highest need in developmental education.

4. Percent Students Attempted Developmental Education Course. (VFA Metrics Manual Version 5.0 [January 2017], page 24).

a. <u>DENOMINATOR:</u>
a1. "Referral" or "Combination": Subsection II, item 2. a1.
a2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

<u>NUMERATOR:</u>
a1. Of students in DENOMINATOR, unduplicated count of students who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code M, and Course Level with codes 1, or/and 2, or/and 3.
a2. If a college declared Developmental Referral Method as "Course Taking Pattern": N/A.

b. <u>DENOMINATOR:</u>
b1. "Referral" or "Combination": Subsection II, item 2. b1.
b2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

<u>NUMERATOR:</u>
b1. Of students in DENOMINATOR, unduplicated count of students who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code E, and Course Level with codes 1, or/and 2, or/and 3.
b2. If a college declared Developmental Referral Method as "Course Taking Pattern": N/A.

c. <u>DENOMINATOR:</u>
c1. "Referral" or "Combination": Subsection II, item 2. c1.
c2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

NUMERATOR:

c1. Of the students in DENOMINATOR, unduplicated count of students who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code R, and Course Level with codes 1, or/and 2, or/and 3.

c2: If a college declared Developmental Referral Method as "Course Taking Pattern": N/A

5. Percent Students Became College Ready in Developmental Education Subject. (VFA Metrics Manual Version 5.0 [January 2017], page 25).

   a. DENOMINATOR:
      a1. Referral: Subsection II, item 1. a1.
      a2: Course Taking Pattern: Subsection II, item 1. a2.
      a3. Combination: Subsection II, item 1. a3.

      NUMERATOR:
      Unduplicated count of students in DENOMINATOR, who were reported within credit course files for the six academic years, starting with the cohort formation year, under data elements Discipline with code M, and Course Level with codes 0 and/or 1, and Successful Course Completion with code 1.

   b. DENOMINATOR:
      b1. Referral: Subsection II, item 1. b1.
      b2: Course Taking Pattern: Subsection II, item 1. b2.
      b3. Combination: Subsection II, item 1. b3.

      NUMERATOR:
      Unduplicated count of students in DENOMINATOR, who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code E, and Course Level with codes 0 and/or 1, and Successful Course Completion with code 1.

   c. DENOMINATOR:
      c1. Referral: Subsection II, item 1. c1.
      c2: Course Taking Pattern: Subsection II, item 1. c2.
      c3. Combination: Subsection II, item 1. c3.

      NUMERATOR:
      Unduplicated count of students in DENOMINATOR, who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code R, and Course Level with codes 0 and/or 1, and Successful Course Completion with code 1.

6. Percent Students Successfully Completed Any College-level course. (VFA Metrics Manual Version 5.0 [January 2017], page 25).

   a. DENOMINATOR:
      Unduplicated count of students who were identified as in need of Developmental Math Education (NUMERATOR II. 1a).

      NUMERATOR:
      Unduplicated count of students who were identified as in need of Developmental Math Education (DENOMINATOR), and who were reported within credit course files for the six academic years, starting with the cohort formation year, under data elements Discipline with code M, and Course Level with code 0, and Successful Course Completion with code 1.

   b. DENOMINATOR:
      Unduplicated count of students who were identified as in need of Developmental English Education (NUMERATORS II. 1b and 1c).

      NUMERATOR:
      Unduplicated count of students who were identified as in need of Developmental English Education (DENOMINATOR), and who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with code E, and Course Level with code 0, and Successful Course Completion with code 1.

III. **Any Developmental Education Progress Measures, disaggregated by all Demographics and calculated for Main, Credential Seeking, and First Time in College cohorts.**

1. Percent Students Needing Developmental Education in at Least One Subject. (VFA Metrics Manual Version 5.0 [January 2017], page 26).

   DENOMINATOR:
   Unduplicated count of students in a cohort.

   NUMERATOR:
   Unduplicated count of students who were identified as in need of Developmental Education (NUMERATORS II. 1a, 1b, 1c, unduplicated).

2. Percent of students Referred to Developmental Education in at least one subject. (VFA Metrics Manual Version 5.0 [January 2017], page 26).

   DENOMINATOR
   Unduplicated count of students in a cohort.

NUMERATOR:
Unduplicated count of students who were referred to Developmental Education (NUMERATORS II. 2a, 2b, 2c, unduplicated).

3. Percent Students Attempted Any Developmental Education. (VFA Metrics Manual Version 5.0 [January 2017], page 26).

    DENOMINATOR:
    Unduplicated count of students who were referred to Developmental Education (NUMERATORS II. 2a, 2b, 2c, unduplicated).

    NUMERATOR:
    Unduplicated count of students in DENOMINATOR who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with codes M and/or E, and/or R and Course Level with codes 1 and/or 2, and/or 3.

4. Percent Students Who Became College-Ready. (VFA Metrics Manual Version 5.0 [January 2017], page 27).

    DENOMINATOR:
    Unduplicated count of students who were identified as in need of Developmental Education (DENOMINATORS II. 5a, 5b, 5c, unduplicated).

    NUMERATOR:
    Unduplicated count of students in DENOMINATOR who were reported within credit course files for the six academic years, starting with the cohort formation year, under data element Discipline with codes M and/or E, and/or R and Course Level with codes 1 or 0 and Successful Course Completion with code 1 in all Developmental Disciplines they were listed under in DENOMINATOR.

IV.   Six Year Outcome Measures, disaggregated by all Demographics and calculated for Main, Credential Seeking, and First Time in College cohorts.

1. Percent Students Completed Baccalaureate Degree (VFA Metrics Manual Version 5.0 [January 2017], page 34).
    N/A

2. Percent Students Completed Associate Degree, then Transferred (VFA Metrics Manual Version 5.0 [January 2017], page 34).

    DENOMINATOR:
    Unduplicated count of students in the cohort.

NUMERATOR:
a. Match DENOMINATOR to MIS Credit Awards for FY2011—AY2015-16 and filter by Award Types 1, 2, 3, 4, 5 and 9, unduplicate.
b. Match a. to NSC with search start date to equal latest 2-year degree date.
c. Filter by students who meet three conditions, and unduplicate:
   - Found in education;
   - Enrolled in other than original college;
   - Enrollment start date precedes the end of the tracking period (AY2015-16).

3. Percent Students Completed Associate Degree without Transfer (VFA Metrics Manual Version 5.0 [January 2017], page 34).

DENOMINATOR:
Unduplicated count of students in the cohort.

NUMERATOR:
a. Match DENOMINATOR to MIS Credit Awards for FY2011—AY2015-16 and filter by Award Types 1, 2, 3, 4, 5 and 9, unduplicate.
b. Match a. to 2. NUMERATOR, keep unmatched.

4. Percent Students Completed Certificate, then Transferred (VFA Metrics Manual Version 5.0 [January 2017], page 34).

DENOMINATOR:
Unduplicated count of students in the cohort.

NUMERATOR:
a. Match DENOMINATOR to MIS Credit Awards for FY2011—AY2015-16 and filter by Award Types 6 and 7, unduplicate.
b. Match a. to NUMERATOR 2 and 3, keep unmatched.
c. Match b. to NSC with search start date to equal latest award date.
d. Filter by students who meet three conditions, and unduplicate:
- Found in education;
- Enrolled in other than original college;
- Enrollment start date precedes the end of the tracking period (AY2015-16).

5. Percent Students Completed Certificate without Transfer (VFA Metrics Manual Version 5.0 [January 2017], page 35).

DENOMINATOR:
Unduplicated count of students in the cohort.

NUMERATOR:
a. Match DENOMINATOR to MIS Credit Awards for FY2011—AY2015-16 and filter by Award Types 6 and 7, unduplicate.

b. Match a. to 2, 3 and 4. NUMERATOR, keep unmatched.

6. Percent Students Transferred (VFA Metrics Manual Version 5.0 [January 2017], page 35).

   DENOMINATOR:
   Unduplicated count of students in a cohort.

   NUMERATOR:
   a. Match DENOMINATOR to combined NUMERATORS 2, 3, 4, 5 and keep unmatched.
   b. Match a. to NCS records and keep records that meet four conditions, unduplicate:
      - Found in education;
      - Enrollment end date in original college precedes the end of the tracking period (AY2015-16)
      - Enrolled in other than original college with enrollment end date to exceed that in original college;
      - Enrollment start date in other than original college precedes the end of the tracking period (AY2015-16).

7. Percent Students Still Enrolled (VFA Metrics Manual Version 5.0 [January 2017], page 35).

   DENOMINATOR:
   Unduplicated count of students in a cohort.

   NUMERATOR:
   a. Match DENOMINATOR to combined NUMERATORS 2, 3, 4, 5, 6 and keep unmatched.
   b. Match a. to MIS Student Information file for AY2015-16 and keep matched students.

8. Percent Students Left with 30 or More Credits (VFA Metrics Manual Version 5.0 [January 2017], page 35).

   DENOMINATOR:
   Unduplicated count of students in a cohort.

   NUMERATOR:
   a. Match DENOMINATOR to combined NUMERATORS 2, 3, 4, 5, 6, 7 and keep unmatched.
   b. Identify the latest year of enrollment in original college by matching a. to MIS Student Information files AY2011-2015.
   c. Use Earned Credit Hours in MIS student information file of the year when the student left and filter by =>30 hours.

9. Percent Students Left with Less Than 30 Credits (VFA Metrics Manual Version 5.0 [January 2017], page 35).

DENOMINATOR:
Unduplicated count of students in a cohort.

NUMERATOR:
a. Match DENOMINATOR to combined NUMERATORS 2, 3, 4, 5, 6, 7, 8 and keep unmatched.
b. Identify the latest year of enrollment in original college by matching a. to MIS Student Information files AY2011-2015.
c. Use Earned Credit Hours in MIS student information file of the year when the student left and filter by <30 hours.

CAREER AND TECHNICAL EDUCATION (CTE)

PART I: FORMAT/SCOPE OF THE DATA THAT THE COLLEGES RECEIVE FROM THE DE AND FORMAT/SCOPE OF THE DATA THAT COLLEGES RETURN TO THE DE: CTE COMPLETER/LEAVER COHORT

DE needs credit course completion data for FY 2013 to finalize the number of Leavers with "significant CTE experience" (VFA Metrics Manual Version 5.0 [January 2017], page 42) among students in AY 2013-2014 CTE Completer/Leaver cohort.

Credit Course File FY2013

[   ] =DE Provides;   [   ] = College Provides

#	Data Element	Format	Len.	Field Description
1	College Number	Text	2	Two character District Number (01 through 16)
2	Social Security Number	Text	9	Social security number, including leading zeroes.
3	Course Number	Text	max 25	Combination of alphanumeric characters assigned by a college to a course.
4	Course start date	Date	10	Format: MM/DD/YYYY (Ex: Sept 17, 1968 would be 09/17/1968)
5	Course end data	Date	10	Format: MM/DD/YYYY (Ex: Sept 17, 1968 would be 09/17/1968)
6	Credit Hours	Number	Max 6	Number of attempted credit hours, including decimals.
7	Course completion	Text	1	1 = Student received credit for the course 0 = Student did not receive credit for the course

* VFA Metrics Manual Version 5.0 [January 2017], page 42.

Credit Course file (FY2013) – Credit CTE Completer/Leaver Cohort.

1. Data elements 1-6* replicate data requirements of the MIS Reporting Manual 2013.
2. Data element 7 requests colleges to report course completion data based on earned credit hours for FY2013. DE started the collection of course completion data as of FY2014.
   Source: http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf , page 44.
   Note: Data element 2 reports only Social Security numbers, as established by CTE VFA sub-committee, to limit the resulting cohort only to those who can be tracked into workforce.

PART II: CTE PROFILE

A. CTE Credit Profile (VFA Metrics Manual Version 5.0 [January 2017], page 39).

Iowa Definitions:

   a. CTE Credit Enrollment Student:

A non-HS community college student enrolled in a CTE program(s) any time during reporting period.

   b. CTE Credit Program:

Any program with occupationally specific Classification of Instructional Program (CIP) code.

   c. Occupationally specific CIP:

CIP number that belong to one of the 16 Advance CTE career clusters.

   d. Enrollment reporting period:

Enrollment in courses with end dates between September 1 and August 31 of the reported academic year.

   e. Associate Degree in CTE:

Associate of Science/Career Option (ASCO), Associate of Applied Arts (AAA), Associate of Applied Science (AAS) or Associate of Professional Studies (APS) award.

   f. Credit CTE certificate of more than or equal to 1 year:

A credit Diploma or Certificate with >= 22 credit hours.

   g. Credit CTE certificate of less than one year:

A credit Diploma or Certificate of with <22 credit hours.

   h. Credit Award Academic Year:

A period of time between September 1 and August 31 within reporting years.

CTE Credit Profile measures:

1. Annual Percentage Change of Credit CTE Enrollment.

DENOMINATOR:

Unduplicated count of students in MIS Credit Course file for FY2014 (terms 1-4 and term 4 for Summer 2014) and FY2015 (term 4 for Summer 2014) who were enrolled with High School Enrollment Type codes <> 1 or 2 or 3 and Type of program <> 08.

NUMERATOR:
Unduplicated count of students in MIS Credit Course file for FY2015 (terms 1-4 and term 4 for Summer 2015) and AY2015-16 (term 4 for Summer 2015) who were enrolled with High School Enrollment Type codes <> 1 or 2 or 3 and Type of program <> 08.

2. Change in Number of Awards in CREDIT CTE, replicated for Associate Degrees, certificates >= 1 year, and certificates < 1 year.

2a. DENOMINATOR:
Unduplicated count of students in MIS Credit Award files for FY2014 (award dates starting with September 1, 2013) and FY2015 (award dates prior to September 1, 2014) who were reported with CTE Associate Degree award type codes 4 (AAA), 5 (AAS), 9 (APS), and award type code 2 (AS) under type of program code 06 (AS/CO).

2a. NUMERATOR:
Unduplicated count of students in MIS Credit Award files for FY2015 (award dates starting with September 1, 2014) and AY2015-16 (award dates prior to September 1, 2015) who were reported with CTE Associate Degree award type codes 4 (AAA), 5 (AAS), 9 (APS), and award type code 2 (AS) under type of program code 06 (AS/CO).

2b. DENOMINATOR:
Unduplicated count of students in MIS Credit Award files for FY2014 (award dates starting with September 1, 2013) and FY2015 (award dates prior to September 1, 2014) who were not reported under 2a. DENOMINATOR and reported with at least one CTE Certificate or Diploma, award type codes 6 (Diploma) and 7 (Certificate) and award credit hours >= 22 (established by matching award IDs to CurricUNET program data).

2b. NUMERATOR:
Unduplicated count of students in MIS Credit Award files for FY2015 (award dates starting with September 1, 2014) and AY2015-16 (award dates prior to September 1, 2015) who were not reported under 2a. NUMERATOR and reported with at least one CTE Certificate or Diploma, award type codes 6 (Diploma) and 7 (Certificate) and award credit hours >= 22 (established by matching award IDs to CurricUNET program data).

2c. DENOMINATOR:
Unduplicated count of students in MIS Credit Award files for FY2014 (award dates starting with September 1, 2013) and FY2015 (award dates prior to September 1, 2014) who were not reported under 2a. DENOMINATOR and 2b. DENOMINATOR and reported with at least one CTE Certificate or Diploma, award type codes 6 (Diploma) and 7 (Certificate) and award credit hours < 22 (established by matching award IDs to CurricUNET program data).

2c. NUMERATOR:
Unduplicated count of students in MIS Credit Award files for FY2015 (award dates starting with September 1, 2014) and AY2015-16 (award dates prior to September 1, 2015) who were not reported under 2a. NUMERATOR and 2b. NUMERATOR and reported with at least one CTE Certificate or Diploma, award type codes 6 (Diploma) and 7 (Certificate) and award credit hours < 22 (established by matching award IDs to CurricUNET program data).

B. **CTE Non-Credit Profile** (VFA Metrics Manual Version 5.0 [January 2017], page 40).

Iowa Definitions:

   a. CTE Non-Credit Enrollment Student:

A non-credit community college student enrolled in a CTE program(s) any time during reporting period.

   b. CTE Non-Credit Program:

Any program with occupationally specific Classification of Instructional Program (CIP) code and Type of Program 04 (Career/Vocational Training and Upgrading) and Type of Program 42 (Economic Development). Additionally, Non-Credit CTE program include: Type of Program 44 with CIP Number 6104000000 (Coaching Authorization).

   c. Occupationally specific CIP:

CIP number that belongs to one of the 16 NCES career clusters.

   d. Enrollment reporting period:

Enrollment in courses reported under reporting academic year (AY).

   e. Non-credit CTE program completer:

A student reported by college as Locally Recognized CTE program completer within reporting AY.

CTE Non-Credit Profile measures:

1. Annual Percentage Change of Non-Credit CTE Enrollment.

DENOMINATOR:
Duplicated count of students in MIS Non-Credit Course file for FY2014 and Summer of calendar 2014 (obtained from FY2015 files) who were enrolled in CTE programs/courses defined here.

NUMERATOR:
Duplicated count of students in MIS Non-Credit Course file for FY2015 and Summer of calendar 2015 (obtained from AY2015-16 files) who were enrolled in CTE programs/courses defined here.

2. Annual Percentage Change of Non-Credit CTE "Completions".

DENOMINATOR:
Duplicated count of students in MIS Non-Credit Awards file for FY2014 and FY2015 (with award dates prior to September 1, 2015), code 5, who completed CTE programs/courses defined here.

NUMERATOR:
Duplicated count of students in MIS Non-Credit Awards file for FY2015 and AY2015-16 (with award dates prior to September 1, 2016), code 5, who completed CTE programs/courses defined here.

PART III: CTE COMPLETER/LEAVER COHORT and MEASURES

Iowa Definitions:

In order to conduct successful tracking into workforce and/or further education, only students with valid reported SSNs, names and DOBs are considered for this cohort.

2. CREDIT CTE Completer/Leaver Cohort AND Disaggregation of Credit Completer/Leaver Cohort (VFA Metrics Manual Version 5.0 [January 2017], page 44).
   a. Match MIS Credit Student file for FY2014 and summer data of calendar 2014 (obtained from FY2015 data) to MIS Credit Student file for FY2015 (excluding summer of calendar 2014) and summer of calendar 2015 (obtained from AY2015-16) and form a list of students who were not found in the latter.
   b. Use MIS Credit Awards files (FY2014 and summer of calendar 2014 data in FY2015) to compile an unduplicated list of students who have received one or more awards between August 31, 2013 and September 1, 2014 and flag students who received and Associate Degree or a combination of degrees/awards that includes an Associate Degree with code "A"; flag students who received a certificate, a Diploma, or a combination of awards that does not include an Associate Degree with code "C".
   c. Match a. and b. to compile an unduplicated list of unmatched students in b. category.
   d. Match Common Course Numbers (CCN) in data in MIS Credit Course Enrollment files (FY13 with additionally reported course completion flag; FY14, and summer of calendar 2014 in FY15) with unduplicated list of CCN per college in state CCN system (CurricUNET) to obtain a CTE flag (course type "C") for each credit course.
   e. Match c. to d. and sum the number of credit hours for completed CTE courses for students in c. cohort; filter by => 7 credit hours and flag the students with flag "L".
   f. Combine b. and e. cohorts and remove students without SSNs for a Credit CTE Completer/Leaver cohort.

3. NON-CREDIT CTE Completer/Leaver Cohort (VFA Metrics Manual Version 5.0 [January 2017], page 45).

In order to conduct successful tracking into workforce and/or further education, only students with valid reported SSNs, names and DOBs are considered for this cohort.

a. Match MIS Non Credit file for FY2014 and Summer of calendar 2014 obtained from FY2015 (unduplicated per student/college) to MIS Non-Credit file for FY2015 and Summer of calendar 2015 obtained from AY2015-16 (unduplicated per student/college) and form a list of students who were not found in the latter.

b. Use Non-Credit Awards files for FY2014 and FY2015 (award dates <September 1, 2015), codes 4 and 5 for Award Type, CTE programs as defined here, unduplicate.

c. Match a. and b. to compile an unduplicated list of unmatched students in b. category.

d. Match c. with data in Non-Credit files for FY2013, FY2014 and Summer of calendar 2014 obtained from FY2015, filter by CTE programs as defined here, sum all Contact hours per student, filter by =>180 hours.

e. Combine b. and d. cohorts and remove students without SSNs for a Non-Credit CTE Completer/Leaver cohort.

4. Percent of students with Prior Bachelor's degree or higher: replicate for "A", "C" and "L" sub-cohorts (VFA Metrics Manual Version 5.0 [January 2017], page 45).

   DENOMINATOR:
   Unduplicated count of students in a Credit CTE cohort.

   NUMERATOR:
   DENOMINATOR matched to Credit Student Information file for FY2014, data element Highest Degree Earned at Another Postsecondary Institution, codes 3 or 4, unduplicate.

   No data for Non-Credit cohort.

5. Percent of students with Prior Associate degree: replicate for "A", "C" and "L" sub-cohorts (VFA Metrics Manual Version 5.0 [January 2017], page 45).

   DENOMINATOR:
   Unduplicated count of students in a Credit CTE cohort.

   NUMERATOR:
   DENOMINATOR matched to Credit Student Information file for FY2014, data element Highest Degree Earned at Another Postsecondary Institution, code 2.

   No data for Non-Credit CTE cohort.

6. Licensure Exam Pass rate (VFA Metrics Manual Version 5.0 [January 2017], page 46).
   No data for either credit or NC cohorts.

7. Percent Students Awarded Industry-Recognized Credential (Certifications) (VFA Metrics Manual Version 5.0 [January 2017], page 46).
   No data for Credit CTE cohort.

NC CTE Cohort, limited data.

DENOMINATOR:
NON-CREDIT CTE Completer/Leaver Cohort

NUMERATOR:
Of DENOMINATOR, unduplicated count of students who were reported under code 4 in NC Awards for FY2014, FY2015 and AY2015-16 (with award dates <September 1, 2015).

8. Median Wage Growth (VFA Metrics Manual Version 5.0 [January 2017], page 46).
   a. Median Pre-CTE Earnings (CTE Completer/Leaver Cohort, sub-sets of "A", "C", "L" for Credit CTE sub-cohort and NC sub-cohort
      ■ Match the cohort to NSC records with search start date 10/1/2015.
      ■ Remove students who were enrolled in PS education between 10/1/2015 and 12/31/2015
      ■ Match the remainder of the cohort to UI unemployment records and establish median wages of the cohort's students for 2nd quarter of 2010 and 2nd quarter of 2011.
      ■ Remove students who's median wage in 2nd quarter of 2011 was <$3,770.
      ■ Calculate median Pre-CTE Earnings.

   b. Median Post-Departure Wage (CTE Completer/Leaver Cohort, sub-sets of "A", "C", "L" for Credit CTE sub-cohort and NC sub-cohort
      ■ Match cohort a. to UI unemployment records and establish median wages of the cohort's students for 1st quarter of 2016.
      ■ Calculate median Post-Departure Wage.

9. CTE Education and Earnings Outcomes (VFA Metrics Manual Version 5.0 [January 2017], page 47).

   DENOMINATOR:
   CTE Completer/Leaver Cohort, sub-sets of "A", "C", "L" for Credit CTE sub-cohort and NC sub-cohort

   NUMERATOR:
   a. Of DENOMINATOR (sub-sets "A", "C", "L" and NC), use NSC data from 7a. to establish the number of students who were enrolled in a postsecondary institution in the first quarter of 2016 (January—March 2016).
   b. Match the remainder of the DENOMINATOR (DENOMINATOR minus a.) to UI unemployment records, establish median wages of the cohort's students for the 1st quarter of 2016, and calculate median annualized wages based on that quarter.
   c. Disaggregate b. into following wage ranges/categories: $1 - $14,999; $15,000 - $19,999; $20,000 - $24,999; $25,000 - $34,999; $35,000 - $48,599; $48,600 or more; Unemployed/unknown.
   d. 100% NUMERATOR = all sub-categories under a. and c.

10. Percent Students Transition to Credit Work (VFA Metrics Manual Version 5.0 [January 2017], page 48).

DENOMINATOR:

Match CTE Completer/Leaver Cohort to FY2000—FY2014 and Summer of calendar 2014 obtained from FY2015 credit enrollments to establish the cohort that was not enrolled in credit courses in this college and trim by those who were not found in credit enrollment.

NUMERATOR:
Match DENOMINATOR to MIS Credit Student Information file for FY2015 and summer of calendar 2015 obtained from AY2015-16 and establish the number of students found in credit enrollment.

ADULT EDUCATION

1. **ABE Cohort**: AY 2013-2014 (Program Year) – all students who are federally enrolled and those who completed the HSED (High School Equivalency Diploma). (pg.49 Explanation of ABE cohort)
   a. All those who received a HSED diploma in programyear 2013-2014 (7/1/2013 and 6/30/2014)
   b. All students federally reported in programyear 2013-2014
   c. Validate college number and ssn.
   d. Identify distinct ID with college and valid SSN.
   e. Determine age, race, and gender. If conflict exists between tables, select max value.

2. **Cohort Disaggregation:** (pg.49) "Disaggregation definitions can be found on page 17." (VFA Metrics Manual Version 5.0 [January 2017], page 17).

   a. Race/ethnicity: determined based on the data available in the federal table and the HSED table. Select max value.
      i. American Indian/Alaskan – coded in federal table as race group 1 or 'American Indian or Alaskan Native' in HSED table
      ii. Asian - coded in federal table as race group 2 or 'Asian' in HSED table
      iii. Black or African American - coded in federal table as race group 3 or 'Black or African American' in HSED table
      iv. Hawaiian Native or Other Pacific Islander - coded in federal table as race group 6 or 'Native Hawaiian or Other Pacific Islander' in HSED table
      v. Hispanic - coded in federal table as race group 4 or 'Hispanic Origin or Descent' in HSED table
      vi. White - coded in federal table as race group 5 or 'White' in HSED table
      vii. Two or more races - coded in federal table as race group 7 or race is not null and race not in ('American Indian or Alaska Native', 'Asian', 'Black or 'African', 'Mexican', 'Hispanic Origin or Descent', 'White', 'Native Hawaiian or Other Pacific Islander', 'I prefer not to respond', 'Other') in HSED table
      viii. Unknown – no code indicated in federal or HSED table or Unknown indicated in federal table or 'I prefer not to respond' or 'Other' in HSED table

ix. Nonresident Alien – data not indicated in the federal or HSED table so will be 0

b. Age: identify based on cohort's AY 2013-2014 (Program Year), data element dob in the federal table and Birth in the HSED table, age in years as of September 1 of the cohort's year, and aggregate into categories <20, 20-24, 25-29, 30-39, 40-49, =>50, Age Unknown (=Birth Date is blank). Select max value.

c. Gender: determined based on the data available in the TE database in the federal table and the HSED table. Select max value.

 i. Male – when field Sex is indicated as '1' in federal table OR if not '2' or blank and indicated as 'Male' in the HSED table

 ii. Female – when field Sex is indicated as '2' in federal table OR if not '1' or blank and indicated as 'Female' in the HSED table

 iii. Unknown – when field Sex is not indicated as '1' or '2' in the federal table AND not indicated as 'Male' or 'Female' in the HSED table.

3. **Measures: (pg. 50-51)**

a. Percent of students that completed ABE

 i. Numerator: All those in ABE Cohort who already had a HS diploma PLUS All those in ABE Cohort who received a HSED by the end of the program year (June 30) which is prior to Sept. 1 PLUS all those who completed ABE Level 5 PLUS All those who completed ESL Level 6

 ii. Denominator: ABE Cohort

b. Percent of ABE completers that enrolled in additional education

 i. Numerator: All those in ABE Cohort who already had a HS diploma PLUS All those in ABE Cohort who received a HSED by the end of the program year (June 30) which is prior to Sept. 1 PLUS all those who completed ABE Level 5 PLUS All those who completed ESL Level 6

  AND

 have a National Student Clearing House (NSCH) match by June 30, 2016 OR have a MIS non-credit data match for AY 2015-2016 except those with a type of program 40.

 ii. Denominator: ABE Completers

c. Percent of ABE completers that gained employment

 i. Numerator: All those in ABE Cohort who already had a HS diploma PLUS All those in ABE Cohort who received a HSED by the end of the program year (June 30) which is prior to Sept. 1 PLUS all those who completed ABE Level 5 PLUS All those who completed ESL Level 6

 AND

 have a data match with IWD with an income above the local quarterly minimum wage in the 1st quarter of 2016 (Jan.-Mar. 2016).

 ii. Denomiator: ABE Completers

4. **Measure Calculations**:

a. Percent of students that completed ABE

 i. Numerator: Completed ABE

  1. All those in ABE Cohort who already had a HS diploma

a. All those in the ABE Cohort where highest diploma or degree earned is not None or is Unknown and school was not outside U.S. Use earned_id >='0003' and schooloutsideUS=0
   i. Values
      1. 0001 – Blank
      2. 0002 – None
      3. 0003 – HSE Certificate
      4. 0004 – HS Diploma
      5. 0005 – Technical Certificate
      6. 0006 – A.A./A.S. Degree
      7. 0007 – 4 year college graduate
      8. 0008 – Higher than B.A./B.S. degree
      9. 0009 – Other Diploma/Degree
      10. 0556 – Some college, no degree
2. All those in ABE Cohort who received a HSED by the end of the program year.
   a. All those in HSED table.
3. All those who completed ABE Level 5 in federal table.
   a. All those with funclevel=5 and completedlevel=1
4. All those who completed ESL Level 6 in federal table.
   a. All those with funclevel=12 and completedlevel=1
   ii. Denominator: ABE cohort
b. Percent of ABE completers that enrolled in additional education
   i. Numerator: Transition to College
      1. All those in ABE Cohort who already had a HS diploma
         a. All those in the ABE Cohort where highest diploma or degree earned is not None or is Unknown and school was not outside U.S. Use earned_id >='0003' and schooloutsideUS=0
            i. Values
               1. 0001 – Blank
               2. 0002 – None
               3. 0003 – HSE Certificate
               4. 0004 – HS Diploma
               5. 0005 – Technical Certificate
               6. 0006 – A.A./A.S. Degree
               7. 0007 – 4 year college graduate
               8. 0008 – Higher than B.A./B.S. degree
               9. 0009 – Other Diploma/Degree
               10. 0556 – Some college, no degree
      2. All those in ABE Cohort who received a HSED by the end of the program year.
         a. All those in HSED table.
      3. All those who completed ABE Level 5 in federal table.
         a. All those with funclevel=5 and completedlevel=1

4. All those who completed ESL Level 6 in federal table.
    a. All those with funclevel=12 and completedlevel=1
5. All those who have a National Student Clearing House (NSCH) match by June 30, 2016. (pg.51)
6. All those who have a MIS non-credit data match for AY 2015-2016 except those with a type of program 40.
    ii. Denominator: ABE Completers
c. Percent of ABE completers that gained employment
    i. Numerator: Transition to College
        1. All those in ABE Cohort who already had a HS diploma
            a. All those in the ABE Cohort where highest diploma or degree earned is not None or is Unknown and school was not outside U.S.. Use earned_id >='0003' and schooloutsideUS=0
                i. Values
                    1. 0001 – Blank
                    2. 0002 – None
                    3. 0003 – HSE Certificate
                    4. 0004 – HS Diploma
                    5. 0005 – Technical Certificate
                    6. 0006 – A.A./A.S. Degree
                    7. 0007 – 4 year college graduate
                    8. 0008 – Higher than B.A./B.S. degree
                    9. 0009 – Other Diploma/Degree
                    10. 0556 – Some college, no degree
        2. All those in ABE Cohort who received a HSED by the end of the program year.
            a. All those in HSED table.
        3. All those who completed ABE Level 5 in federal table.
            a. All those with funclevel=5 and completedlevel=1
        4. All those who completed ESL Level 6 in federal table.
            a. All those with funclevel=12 and completedlevel=1
        5. All those that have a data match with IWD with an income above the local quarterly minimum wage in the 1st quarter of 2016 (Jan.-Mar. 2016). (pg.51)
    ii. Denominator: ABE Completers